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Digital Research Logs: Free, easy & engaging direct measures for assessment of information literacy outcomes

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DIGITAL RESEARCH LOGS

FREE, EASY & ENGAGING DIRECT MEASURES FOR ASSESSMENT OF
INFORMATION LITERACY OUTCOMES



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&

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TODAY'S INFORMATION



3



Research logs available with CC license via Canvas site



Complete list of tools, resources (including this PP) & readings will be available in Canvas



We want to interact so please ask questions as we go through the presentation - no need to wait until the end!



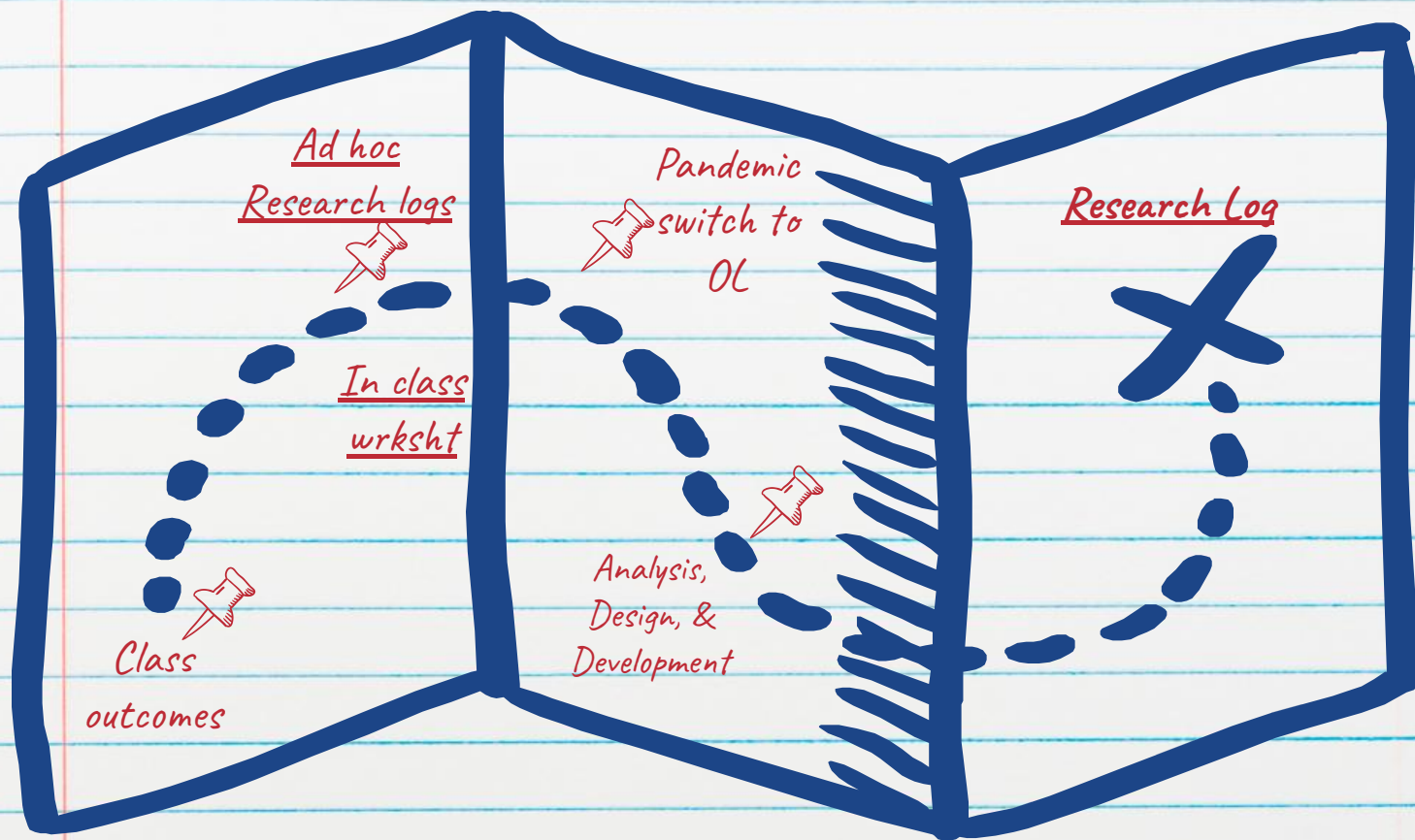
Poll time!

BACKGROUND

The research log is developed for:

- ✓ Freshman composition class
- ✓ Historically two in person library instruction sessions
 1. Session 1: Evaluating public sources of information
 2. Session 2: Intro to databases
- ✓ ~15 sections each semester
- ✓ Taught by 6 different librarians

AN ACCIDENTAL COLLABORATION



Learning objectives for the first library instruction session

Upon completion of this session you should be able to:

- 1. Break down your topic into searchable words or phrases.*
- 2. Use these words or phrases to conduct searches in Google or other search engines*
- 3. Locate material from the Internet for a source analysis on your topic.*

Learning objectives for the second library instruction session

Upon completion of this session you should be able to:

- 1. Modify the keywords and phrases from our first library instruction session create new search strategies.*
- 2. Use these new search strategies in general databases from the library's resources.*
- 3. Locate additional material for a source analysis on your topic.*

DESIGNING THE RESEARCH LOG



AKA the fun part!

LIT REVIEW...RESEARCH LOGS ARE DEFINITELY NOT NEW! AND THEY ARE DEFINITELY USEFUL

- *Make students conscious of their research process (Fluk, 2015)*
 - *Help students understand the process oriented nature of research (Insua, Lantz, & Armstrong, 2018)*
- *Increase energy level & engagement (Erlinger, 2018)*
- *Reveal students' feelings, frustrations and confidence levels (Fluk, 2015)*
- *Snapshot of student grasp of the material (Erlinger, 2018)*
- *Increase metacognition (aka thinking about thinking) (Fluk, 2015)*
- *A performance assessment --> active assessment for learning (Erlinger, 2018)*
- *Authentic assessment (Erlinger, 2018)*
- *Reflection on the research process could result in higher confidence in "selecting, using & critically engaging with sources" (Insua, Lantz, & Armstrong, 2018)*

CONSIDERATIONS IN ADDITION TO THE LIT REVIEW INFORMATION

- ✓ Course & library instruction outcomes
- ✓ ACRL Frameworks
- ✓ Comparable to traditional in-class experience
- ✓ Free software
- ✓ Easy to navigate for students
- ✓ Allow teaching faculty & librarian to easily see student real time progress on tasks (this is why we didn't use Google Forms)
 - ★ Increase accountability to complete tasks
 - ★ Increase classroom engagement
- ✓ Can be implemented across all sections of the freshman English composition class

IMPLEMENTING THE RESEARCH LOG

Let's look at the module in Canvas (our LMS):

<https://marymount.instructure.com/courses/23807>

You can also use this in:

- ✓ Website/Google Site (free & compatible!)
- ✓ LibGuides
- ✓ Any other learning management system (LMS) i.e Blackboard, Moodle, etc)

EVALUATING THE RESEARCH LOG



Feedback from 12% of students enrolled in EN 101



'Agree' or 'strongly agree'



76% : Instructions clear



72% : Easy to navigate



79%: helped me understand how to break down my research topic into keywords.



72% helped me keep track of my source evaluation information

CHANGES MADE BASED ON STUDENT FEEDBACK - DIRECTIONS



Example: Weren't clear about the keyword chart - added instructions



Step 2: Identify the keywords for your search strategy by crossing out irrelevant words from your search topic.

Example: ~~How does the~~ gender pay gap ~~affect women in the~~ US?

	<i>Example</i>	1st Search	2nd Search	3rd Search
Keyword #1	<i>gender</i>	enter your keyword #1	Enter alternate keyword#1	Enter alternate keyword #1
Keyword #2	<i>pay gap</i>	enter your keyword #2	Enter alternate keyword #2	Enter alternate keyword #2
Keyword #3	<i>America</i>	enter your keyword #3	Enter alternate keyword #3	Enter alternate keyword #3

TIPS FOR TEACHING WITH A RESEARCH LOG



AKA some lessons learned

TIPS FROM TEACHING WITH A RESEARCH LOG



Permissions in Google Sheets - require school email address or not?



Set up the tabs for each class before class in alphabetical order by first name

★ Some students struggled with navigating Google Sheets, remove as many barriers as possible to mitigate this



Utilize the 'Pause Screen Sharing' option in Zoom when students are working to review their research logs and leave comments - or pick good examples



Ask students to give them a thumbs up to know when to move forward to help mitigate cameras being turned off

TIPS FROM TEACHING WITH A RESEARCH LOG



Did NOT work in well in asynchronous sessions

- ★ Students need much more explicit instructions than the written text to navigate the Google Sheet
- ★ Transitioned to the LibWizard version - asks them to capture the same information but does not use Google Sheets
 - Could use Google Forms but we liked the formatting options in LibWizard better:
 - Session 1: https://marymount.libwizard.com/f/EN101SP2021_Georgia_Lit
 - Session 2: https://marymount.libwizard.com/f/EN101SP2021_2_GeorgiaLit

RESEARCH LOG AS AN ASSESSMENT TOOL



AKA the evaluation part

ACRL Frameworks covered in the course objectives



Information has value & Authority is contextual (we combined these two frames)

1. **Framework learning outcome:** Student will be able to explain why the authority of a source matters

Class learning outcome: Students will seek authoritative information from both traditional & non-traditional sources

2. **Framework learning outcome:** Students will evaluate sources using a variety of criteria in order to cultivate a skeptical stance and self-awareness of their own biases and world views

Class learning outcome: Students will be able to recognize the differences in how authors of differing types of evidence make attribution to their sources.

ACRL Frameworks covered in the course objectives



Information creation as a process

1. **Framework learning outcome:** Students will recognize that the format that information takes does not guarantee the value of an information source
2. **Class learning outcome:** Students can identify which types of information best meet particular information needs with regard to value not format.



Research as strategic inquiry

- ★ **Framework learning outcome:** Students will determine the initial scope of the task required to meet their information needs
- ★ **Class learning outcome:** Students will match information need and search strategies to appropriate search tools and refine needs and strategies based on search results.

Rubric for evaluating Research Log

Criteria	Ratings			
	Complete (3 points)	Some evidence present (2 - 1 points)		No evidence (0 points)
Research questions	Student provides a research question in Step 1			No evidence of a research question in Step 1
Identify keywords	Student identified keywords in Step 2			No evidence of keywords in Step 2
Identify alternate keywords	Student listed alternative keywords in Step 3 for 3 keywords identified in Step 2	Student listed alternative keywords in Step 3 for 2 keywords identified in Step 2	Student listed alternative keywords in Step 3 for 1 keyword identified in Step 2	No evidence of alternative keywords
ACCORD Model	Student took meaningful notes AND determined if the source P/F for 4+ criteria	Student took basics notes AND/OR determined if the source P/F for 3+ criteria	Student either took notes OR determined of the source P/F for 2+ criteria	No evidence of notes or P/F evaluation
Database Citations	Student listed 3 complete MLA style database citations	Student listed 2 complete MLA style database citations	Student listed links and or other evidence of locating database articles	No evidence of citations

Rubric served two purposes

1. Assessment for meeting Info Lit goals
2. Data for teaching librarians about when students are engaged/disengaged with content
 - a. Helpful for planning future sessions and areas to stress in instruction sessions

We have not replaced our pre/post tests as a result of implementing the rubric (yet)



Likert scale self-assessing skills



Two open ended questions:



List 2-3 things you found valuable from this session.



What feedback can you provide to make this session a better learning experience?

NEXT STEPS



1. Share the assessment results with the EN 101 teaching faculty to enhance further collaboration and improvements to the information literacy instruction
2. Survey students on satisfaction with the log
3. Get IRB approval to publish analysis of the Logs
4. Actually publish something on the analysis of logs



Any questions?

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REFERENCES



Erlinger, A. (2018). Outcomes assessment in undergraduate information literacy instruction: A systematic review. *College & Research Libraries*, 79(4), 442.

Fluk, L. R. (2015). Foregrounding the research log in information literacy instruction. *The Journal of Academic Librarianship*, 41(4), 488-498.

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